

DOCUMENT RESUME

ED 482 871

PS 031 710

TITLE Early Childhood Learning Continuum Indicators: The Continuum of Skills that an Early Childhood Learner Needs in Order To Achieve the Pennsylvania Academic Standards by Grade Three.

INSTITUTION Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE 2000-00-00

NOTE 65p.

AVAILABLE FROM Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333. Tel: 717-787-5820; Fax: 717-787-7222; Web site: <http://www.pde.state.pa.us>. For full text: <http://www.pde.state.pa.us/nclb/lib/nclb/earlychildhoodcontinuum.pdf>.

PUB TYPE Guides - Classroom - Teacher (052)

EDRS PRICE EDRS Price MF01/PC03 Plus Postage.

DESCRIPTORS *Academic Standards; *Early Childhood Education; *Educational Objectives; Evaluation Criteria; Listening Skills; Mathematics Skills; Preschool Education; Primary Education; Reading Skills; Speech Skills; *State Standards; Student Evaluation; Writing Skills

IDENTIFIERS *Indicators; *Pennsylvania

ABSTRACT

This document presents the Pennsylvania Early Childhood Learning Continuum Indicators, the developmental steps that a learner performs to demonstrate knowledge as stated in the state's Academic Standards. The indicators are not academic standards themselves, but focus on preschool through Grade 2 skills in reading, writing, speaking and listening, and mathematics. Based on child development theory and authentic observations of the steps young children move through to reach the academic standards, the measurable indicators provide educators with information concerning what learners should know and be able to do across a continuum of age or grade ranges. Included in the document are suggestions for using the indicators and suggestions for implementation. Indicators related to reading, writing, speaking, and listening include the areas of reading independently; reading critically in all content areas; reading, analyzing, and interpreting literature; types of writing; quality of writing; speaking and listening; characteristics and functions of the English language; and research. Mathematics indicators are in the areas of numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections; mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and calculus concepts. (KB)

Early Childhood Learning Continuum Indicators

**The Continuum of Skills that an Early Childhood
Learner Needs in order to Achieve the
Pennsylvania Academic Standards by Grade Three.**

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Thomas Winters

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

**Continuum of Learning Indicators for
Reading, Writing, Speaking and Listening
and
Mathematics**

This resource was developed through the Partnership for Educational Excellence Network: A Partnership between the Pennsylvania Department of Education and Pennsylvania Association of Intermediate Units: promoting educational excellence for the Commonwealth.

COMMONWEALTH OF PENNSYLVANIA

Tom Ridge, Governor

DEPARTMENT OF EDUCATION

Eugene Hickok, Secretary

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Thomas P. Carey, Deputy Secretary

BUREAU OF CURRICULUM AND ACADEMIC SERVICES

Michael J. Kozup, Director

DIVISION OF ARTS & SCIENCES AND COMMUNICATIONS & MATHEMATICS

Nancy Neil, Chief

DIVISION OF EVALUATION & REPORTS

Lee Plempel, Chief

DIVISION OF SCHOOL BASED IMPROVEMENT

Marian Sutter, Chief

BUREAU OF SPECIAL EDUCATION

Frances James-Warkomski, Director

John Tommasini, Assistant Director

DIVISION OF EARLY INTERVENTION

Richard Price, Chief



**PENNSYLVANIA DEPARTMENT
OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333

The Pennsylvania Department of Education (PDE) will not discriminate in its educational programs, activities or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State law including the Pennsylvania Human Relations Act and with Federal law, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

Any complaint of harassment or discrimination pertaining to education should be directed to the Equal Employment Opportunity Manager, Department of Education, 333 Market Street, Harrisburg, PA 17126-0333, Voice Telephone: 717-787-4417, Text Telephone TTY: 717-783-8445, Fax: 717-783-9348. For further information on accommodations for persons with disabilities, contact the ADA Coordinator, Department of Education at the same address, Voice Telephone: 717-783-9791, Fax: 717-772-2317, at the same Text Telephone TTY.

If you have any questions about this publication, or for additional copies, contact: the Bureau of Curriculum and Academic Services, the Bureau of Special Education or Partnership for Educational Excellence Network (800 360-7282 ext 3407), Department of Education, 333 Market Street 8th Floor, Harrisburg, PA 17126-0333.

Early Childhood Learning Continuum Indicators

Development Team:

Deb Barnshaw
 Cindy Basta
 Tina Blatt
 Ernestine Boles
 Celeste Brown
 Lisa Brown
 Helen Conahan
 Korey Cox
 Mary Dague
 John Dellegrotto
 Robin Eckert
 Miriam Gavigan
 Elizabeth George
 Jennifer Glass
 Cindy Griffith
 Roxanne Hassler
 Beverly Hersh
 Kim Hoffmann
 Mary Kilareski
 Judy Koller
 Donna Kovack
 Ann Kowalski
 LeAnne Lorenzo
 Renee Mease
 Nancy Miller
 Rose Ann Mosser
 Cyndi Parker
 Kathy Rutter
 Rita Schwalm
 Diane Shanley
 Patti Skunta
 Holly Smith
 Vicky Smith
 Mary Sodaitis
 Debbie Stacey
 Wendy Steensland
 Gail Storch
 Ruth Troxell
 Faith Wanner
 Charles Wayne
 Michelle Wunder

Muhlenberg School District
 Brandywine Heights Area School District
 Berks County Intermediate Unit 14 – Community Child Care
 Reading School District
 Kutztown Area School District
 Annville-Cleona School District
 Chester County Intermediate Unit 24
 Tulpehocken Area School District
 Annville-Cleona School District
 Pennsylvania Training and Technical Assistance Network
 Reading Area Community College
 Reading Area Community College
 Conrad Weiser School District
 Tulpehocken Area School District
 Early Intervention Technical Assistance
 Berks County Intermediate Unit 14 – Head Start
 Longswamp Learning Center
 Berks County Intermediate Unit 14 – Head Start
 Daniel Boone Area School District
 Alvernia College
 Nativity Childcare Center
 Berks County Intermediate Unit 14 – Head Start
 Early Intervention Technical Assistance
 Antietam Academy
 Muhlenberg School District
 Oley Valley School District
 Kutztown Area School District
 Altoona Area School District
 Kutztown Area School District
 Northeastern Intermediate Unit 19
 Pennsylvania Department of Education, Bureau of Special Education
 Reading School District
 Berks County Intermediate Unit 14 – Community Child Care
 Brandywine Heights Area School District
 Altoona Area School District
 Berks County Intermediate Unit 14
 Tuscarora Intermediate Unit 11
 Annville-Cleona School District
 Berks County Intermediate Unit 14 – Community Child Care
 Pennsylvania Department of Education, Bureau of Curriculum and Academic Services
 Berks County Intermediate Unit 14 – Community Child Care

Cindy Anderson
 Robert Gundling
 Marcia Giza
 Jay Mundok
 Janet Lrant
 Judy Marquette

Lancaster-Lebanon Intermediate Unit 13, Activity Coordinator
 Pennsylvania Department of Education, Bureau of Curriculum and Academic Services, Activity Advisor
 Berks County Intermediate Unit 14, Section Coordinator
 Lancaster-Lebanon Intermediate Unit 13, Editor
 Berks County Intermediate Unit 14, Regional Coordinator
 Partnership for Educational Excellence Network, Project Manager

Early Childhood Learning Continuum Indicators

The Early Childhood Learning Continuum Indicators are the developmental steps that a learner performs to demonstrate knowledge stated in the Academic Standards. They are not academic standards, but reflect a continuum of skills that are needed for all learners to be successful. The Early Childhood Learning Continuum Indicators focus on preschool through Grade 2 in Reading, Writing, Speaking and Listening, and Mathematics. The indicators are based on child development theory and authentic observations of the steps young children move through to eventually reach the Pennsylvania Academic Standards. These measurable indicators provide educators with information concerning what the learners should know and be able to do across a continuum of age or grade ranges. Included are suggestions for the use of the Early Childhood Learning Continuum Indicators as well as suggestions for implementation.

Contents

What are the Early Childhood Learning Continuum Indicators?.....	1
How were the Early Childhood Learning Continuum Indicators developed?	3
Suggestions for the use of the Early Childhood Learning Continuum Indicators	5
Suggestions for implementing the Early Childhood Learning Continuum Indicators	7
Early Childhood Learning Continuum Indicators for Reading, Writing, Speaking and Listening.....	9
Early Childhood Learning Continuum Indicators for Mathematics.....	43

What Are The Early Childhood Learning Continuum Indicators?

"...The continuum of skills that an early childhood learner needs in order to achieve the Pennsylvania Academic Standards by grade three."

The Commonwealth of Pennsylvania has established academic standards for grades three, five, eight and eleven, that clearly indicate what learners should know and be able to do by the time they complete each of those grade levels. Although learners are assessed by the Pennsylvania System of School Assessment (PSSA) in reading and mathematics during grades five, eight and eleven, and in writing during grades six, nine and eleven, every year's curriculum contributes to the learners' total education. After reviewing the academic standards, educators must know what is expected of learners in pre- kindergarten, kindergarten, first and second grade to develop a plan for achieving the academic standards by grade three. This education of early childhood learners is part of life long learning that is significantly influenced by preschool and early childhood experiences.

The Early Childhood Learning Continuum Indicators are designed as a continuum from the early stages of development through third grade. The indicators developed across this continuum are organized by age ranges of programs for young including: through pre-kindergarten, pre-kindergarten through kindergarten, kindergarten through grade one, and grade one through grade two. These stated ranges serve as a basic guide for educators, as not all learners will attain the stated skills at the same rate and time. As with any group of young learners, some will attain skills prior to the designated range and some will attain them after the stated range. The key for educators is to become familiar with connections of the base skills that are necessary along the continuum.

The intent of the Learning Continuum Indicators is to provide educators with a map of the skills that are necessary for young children to work toward the achievement of the Academic Standards for Reading, Writing, Speaking and Listening and the Academic Standards for Mathematics by grade three. As a continuum, the indicators are intended to be a guide for educators to design curriculum, instruction and assessments that focus on learners achieving specific skills that are needed to achieve academic standards.

How Were The Early Childhood Learning Continuum Indicators Developed?

The Early Childhood Learning Continuum Indicators are developed using the Academic Standards for Reading, Writing, Speaking and Listening, and the Academic Standards for Mathematics as the basis. The process utilized to accomplish this involved considering learners' individual needs and developmentally appropriate practices as an integral part of the process. The Early Childhood Learning Continuum Indicators are designed to be measurable in order to monitor and assess student progress toward the grade three Academic Standards.

The committees who developed the indicators were comprised of educators from various preschool providers, early elementary and higher education. The various committees reviewed the Academic Standards for Reading, Writing, Speaking and Listening and the Academic Standards for Mathematics for all grade levels to develop a clear understanding of what is expected of the learners. The indicators are designed with the end in mind, using a design process with a systematic schema of building conceptual understandings over time.

Suggestions For The Use Of The Early Childhood Learning Continuum Indicators

The Early Childhood Learning Continuum Indicators provide a guide for preschools, school districts and school buildings to link curriculum, instruction and assessments with the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening and the Pennsylvania Academic Standards for Mathematics. These indicators can be used to:

- Build partnerships between preschool and school-age facilities;
- Promote continuity between preschool and school-age curriculums;
- Write curriculum;
- Determine how the present curriculum aligns with the Academic Standards;
- Use as a basis for local decisions on curriculum;
- Establish age and grade level expectations;
- Identify basic skills that a learner needs to know and be able to do, in order to accomplish specific Academic Standards;
- Align instruction with expectations based on the Academic Standards;
- Design instruction that is based on the skills that learners need to be successful;
- Align program, building and classroom assessments with Academic Standards;
- Monitor learner progress toward the achievement of the Academic Standards;
- Identify the skills needed by those learners who are not progressing toward achievement of academic standards; and
- Devise a plan for improving learners' achievement and additional instructional opportunities as provided in Chapter 4, Strategic Plans, Items 6 & 11.

Suggestions For Implementing Early Childhood Indicators

The following implementation suggestions for using the Early Childhood Indicators were developed by the Cleona Elementary School Early Childhood Assessment System Model Site in the Annville-Cleona School District.

1. **Become familiar with the grade three Pennsylvania Academic Standards.**
2. **Review the content and progression of the indicators developed for preschool through grade two.**
3. **Compare the content of the indicators to the content of the current curriculum document.** (*Management suggestion: Use a yellow highlighter to mark the indicators that are written in the current curriculum document.*)
4. **Bring grade level representatives together to review what is currently taught in the areas of Reading, Writing, Speaking, Listening and Mathematics. In reality, this may not match what is in the current curriculum document.** (*Use a blue highlighter to mark those indicators currently taught in the classroom.*)
5. **Review the results.**
 - All indicators that are both in the current curriculum document AND are being taught are green (*marked with both yellow and blue highlighter*).
 - All grade level indicators in the current curriculum document but *not* taught consistently are yellow.
 - All grade level indicators *not* in the current curriculum document but taught are blue.
6. **Evaluate the results.**
 - Determine which indicators are not taught AND are not in the current curriculum document.
 - Discuss the implications at each grade level.
 - Determine local expectations. Consider what students need to know and be able to do in Reading, Writing, Speaking, Listening and Mathematics at each grade level.
 - Ask the following questions:
 - How should the current curriculum document be revised to include all of the missing indicators?

- Should staff be encouraged or required to provide instruction in the areas not currently covered?
 - Determine which indicators are not taught OR are not in the current curriculum document.
 - Discuss the implications and make changes as needed.
- 7. Align expectations. Bring grade level representatives together to align expectations from preschool through grade three.**
- Although there can be no adjustments to the grade three Pennsylvania Academic Standards, the Indicators from preschool through grade two can be changed and should serve as a guide. The Indicators are intended to be suggestions and not necessarily followed exactly. Local decisions need to be made with regard to appropriate grade level expectations. Make adjustments as needed.
 - Be cautious about allowing textbooks, materials, and programs to drive expectations and/or curriculum.
 - Include representation from Preschool settings. Discuss the expectations in Preschool programs so that alignment can be made beginning with Pre-Kindergarten and/ or Kindergarten programs.
- 8. Establish assessments.**
- List current assessments to evaluate grade level expectations.
 - Determine developmentally appropriate assessments for pre-kindergarten.
 - Locate or develop assessments for indicators that are not presently evaluated.
 - Align assessments from preschool through grade three.
 - Establish levels of performance.
 - Design rubrics to clarify the performance levels.
- 9. List and describe grade level instructional strategies that provide instruction for students to reach the established indicators. Alternate instructional strategies provide additional instructional opportunities for students not achieving established indicators.**
- 10. Review and assess the process and continue to revise and refine.**

EARLY CHILDHOOD LEARNING CONTINUUM INDICATORS

FOR READING, WRITING, SPEAKING and LISTENING

Pre-K through Grade 2 Indicators

Grade 3 Pennsylvania Academic Standards (**BOLD**)

Early Childhood Learning Continuum Indicators

1.1 Learning to Read Independently

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Demonstrate an understanding that different forms of text have different purposes (e.g., book, list, menu, signs). B. Preview cover and illustrations prior to story being read. Recall some favorite book titles and authors. Identify correct book handling skills (e.g., look at the correct page, book is right-side-up and pages turn in correct direction).	A. Identify the purpose of a specific text (e.g., tell a story, get information). B. Preview text to locate the title and author parts of the book. Use correct book handling skills (e.g., left to right, top to bottom progression and turn pages in correct direction).	A. Identify the purpose of text using, illustrations and text format clues. B. Preview text to identify title, author and parts of a book. Use correct book handling skills (e.g., left to right, top to bottom, front to back, and turn pages appropriately).	A. Identify the types of various texts (e.g., literary, informational). B. Preview text formats to identify title, author, chapters, and table of contents.	A. Identify the purposes and types of text (e.g., literary, informational) before reading. B. Preview the text formats (e.g., title, headings, chapters, and table of contents).

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
C. Demonstrate an understanding that symbols represent objects, events or people. - Recognize environmental print including logos and signs, and identify a few familiar words in print. - Identify words with common beginning sounds. - Repeat and manipulate sequences of words and phonemes using phonological memory.	C. Apply knowledge of the structural features of spoken and written language and the use of picture and context clues to derive meaning from text. - Recognize simple one-syllable and high frequency sight words. - Identify words with common beginning and ending sounds. - Repeat sentences and novel multi-syllable words using phonological memory.	C. Manipulate the structural features of spoken and written language to read simple sentences and stories. - Read one-syllable and high frequency sight words. - Identify initial, medial and final sounds, including blends and digraphs. - Use knowledge of speech and print to read regular one-syllable words.	C. Use knowledge of structural features of spoken and written language and use word analysis, picture and context clues to decode and understand words. - Read multi-syllable words and high frequency sight words. - Use initial, medial, and final sounds to decode unknown words. - Use knowledge of letter-to-sound correspondence and familiar spelling patterns to read unknown words.	C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Recognize that the sound structure of a word is different from its meaning.	Recognize that sentences in print are composed of individual words that represent speech.	Use voice marks at the end of sentences to guide fluent oral reading and as a clue to meaning.	Read compound words, contractions, possessives, and words with inflectional endings.	
Categorize sounds.	Categorize words, pictures or objects based on sound features.	Categorize common words into basic categories based on sound features and sound/symbol representations.	Categorize words based on sound/symbol representations and syllable configuration.	
Recognize that words can share individual sounds.	Demonstrate understanding that written words represent a sequence of speech sounds.	Demonstrate correspondence between consonant and short-vowel sounds to letter symbols.	Use the knowledge of advanced letter/sound correspondence and word structure to decode words.	
Orally segment words by speech sounds.	Segment and blend sequences of isolated speech sounds.	Segment and blend sequences of sounds to decode words (e.g., blends, digraphs and r control vowels).	Segment and blend phonetic elements to decode unknown words (e.g., special vowel spellings, word endings, diphthongs).	

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Orally discriminate between same and different phonemes.	Orally produce similar phonemes	Produce speech sounds that correspond to written letter symbols and letter combinations (e.g., digraphs, blends, and r control vowels).	Produce speech sounds that correspond to written letter combinations for advanced phonetic elements (e.g., vowel combinations and diphthongs).	
Identify rhyming words.	Orally blend words using onset-rime.	Produce a series of rhyming words.	Produce a series of rhyming words including words with blends.	
Demonstrate understanding that speech sounds are represented in print by letter symbols.	Demonstrate correspondence between most consonant and short vowel sounds to letter symbols.	Produce speech sounds associated with all individual letter symbols and letter combinations for digraphs, blends and r control vowels.	Produce the sounds that correspond to frequently used vowel diphthongs and digraphs.	
Recognize that words have parts.	Represent syllables in multi-syllable words.	Demonstrate understanding of syllables in a word.	Use syllabication to read multi-syllabic words.	
Orally segment and blend words from two and three phonemes.	Use oral segmenting and blending and decode and encode VC and CVC words.	Decode and encode words containing digraphs, consonant blends/clusters, short vowels, silent e and r control vowels.	Use phonetic elements to decode and encode unfamiliar words.	

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
D. Connect information and events to real-life experiences, when being read a story. • Use illustrations to infer and predict what happens next in a story. • Identify when simple verbal sentences and labels, fail to make sense based on illustrations.	D. Use self-monitoring comprehension strategies (e.g., assess and revise predictions, make associations, question and clarify meaning). • Use illustrations and text to make logical predictions. • Identify when verbal sentences and passages fail to make sense and review illustrations and/or text to correct misinformation.	D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, use picture and structural clues, question, reread and clarify for meaning) • Monitor predictions while reading. • Reread and self-correct word recognition errors while reading.	D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, self-question, reread and clarify for meaning). • Use text to monitor and revise predictions as needed. • Reread and self-correct comprehension errors.	D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use headings, use organization of text, graphics, charts, organization of text, adjust reading rate).

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
E. Expand vocabulary and use in context. Inquire about unknown words.	E. Acquire a basic reading vocabulary by identifying common words (e.g., environmental print, word families, high-frequency words). Discuss new words and word meanings.	E. Acquire a reading vocabulary consisting of sight words, high-frequency words and word families. Use a picture dictionary when appropriate. Discuss unknown words and word meanings as they are encountered in books.	E. Acquire a reading vocabulary by identifying and correctly using words (e.g., words, synonyms, antonyms, categories of words). Use a dictionary when appropriate. Determine meaning of unknown words as they are encountered in books and text.	E. Acquire a reading vocabulary by identifying and correctly using words, (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.
F. Recognize that new words have meaning. Use new vocabulary in own speech.	F. Recall new vocabulary in listening and visual contexts. Use new vocabulary and grammatical construction in own speech.	F. Identify new vocabulary learned in various subject areas. Develop new vocabulary meaning using sentence structure and word order.	F. Understand new vocabulary learned in various subject areas. Use new vocabulary and grammatical construction in different context.	F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
G. Differentiate between real and make-believe.	G. Differentiate between fiction and nonfiction.	G. Identify the characteristics of fiction and nonfiction text.	G. Explain the differences between fiction and nonfiction text.	G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
• Use play and/or illustrations to retell a story.	• Retell a known story in sequence.	• Retell a story in a logical and sequential order including some detail from text.	• Retell or summarize major ideas, sequence and themes of text.	• Retell or summarize the major ideas, themes or procedures of the text.
• Describe what a picture or illustration is about.	• Describe what a story is about.	• Identify the major ideas in a story.	• Describe the major ideas and theme of a story.	•
• Connect information and events in a story to real life experiences.	• Connect information or ideas in a story to real life events using key words in the story.	• Connect the new information or ideas in a story to real life events.	• Connect the new information in text to known information.	• Connect the new information or ideas in the text to known information.
• Ask questions to clarify the story.	• Ask relevant questions and make thoughtful comments about a story.	• Answer and construct questions using keywords and discussion.	• Answer and construct text-based questions to clarify understanding through discussion.	• Clarify ideas and understandings through rereading and discussion.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
- Revisit illustrations to clarify meaning. - Support answers and conclusions by locating key concepts in the illustrations of the story.	- Revisit text and/or illustrations to clarify meaning. - Support answers and conclusions by locating key concepts from the text illustrations.	- Reread sentences to clarify meaning. - Support answers and conclusions by locating key words from the text and evidence from the illustrations.	- Reread passages to clarify ideas. - Support answers and conclusions by citing key words from the text as evidence.	Make responsible assertions about the text by citing evidence from the text.
H. Use knowledge from prior experiences to make sense of and talk about text (e.g., stories, selected passages, nursery rhymes). Recognize letters of the alphabet.	H. Demonstrate reading of key words and selected sentences (e.g., choral reading, chants, rereading familiar text, patterned sentences) and recall key concepts of the text. Read familiar words aloud, such as name, address, and identifying information.	H. Demonstrate fluency in reading and answer questions based on material read. Read familiar sentences aloud.	H. Demonstrate fluency in reading and answer questions based on material read. Read familiar passages aloud.	H. Demonstrate fluency and comprehension in reading. Read familiar materials aloud with accuracy.
Identify incorrect or missing words in story being read.	Recognize mistakes and attempt to identify correction.	Recognize own mistakes and identify correction.	Self-correct mistakes from selected text.	Self-correct mistakes.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
• Use appropriate rate when participating in songs, nursery rhymes and choral reading.	• Use appropriate rate, inflection and flow for songs, nursery rhymes and choral reading.	• Use appropriate rate and pronunciation when reading familiar text.	• Use appropriate rhythm and pronunciation when reading.	• Use appropriate rhythm, flow, meter and pronunciation.
• Identify different types of books (e.g., real, make believe).	• Identify different types of books (e.g., real, make-believe, fiction/non-fiction, nursery rhymes, poetry, fairy tales).	• Read a variety of books.	• Read a variety of genres.	• Read a variety of genres and types of text.
• Demonstrate an understanding that illustrations and print convey meaning.	• Answer questions about stories read aloud.	• Answer simple comprehension questions based on the material read.	• Demonstrate comprehension through paraphrasing, answering, and forming questions.	• Demonstrate comprehension (Standards 1.1.3G.). (Recommend: 25 books/ year)
• Demonstrate understanding of story being read or told.	• Demonstrate connections with story being read or told.	• Demonstrate connections with information while reading.	• Apply information and connections from reading.	

Early Childhood Learning Continuum Indicators				
1.2 Reading Critically in All Content Areas				

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Demonstrate understanding that some text contains information. - Identify facts in a story. - Identify information from illustrations or story being read. - Use illustration clues to infer and predict what happens next in a story.	A. Recall content of informational texts. - Distinguish between facts and other information. - Identify essential information from illustrations or text read. - Use illustrations and portions of story to infer and predict what happens next in a story.	A. Discuss content of informational items in text. - Identify the difference between facts and opinions. - Identify essential information such as facts, main idea, and supporting information from illustrations and text. - Make predictions about what happens next in a story or process and justify.	A. Read and understand essential content of informational texts. - Identify facts and opinions within text. - Identify essential and non-essential information in a text. - Make inferences and draw conclusions from a variety of reading materials.	A. Read and understand essential content of informational texts and documents in all academic areas. - Differentiate fact from opinion within text. - Distinguish between essential and nonessential information within a text. - Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Recognize the books are organized in different ways.	Recognize the organizational patterns and structures of a story or text.	Identify the organizational structures of text and indicate connection to the information.	Describe the organizational structures of text and indicate significance to information.	Analyze text organization and content to derive meaning from text using established criteria.
Use a variety of media to experience stories. (e.g., books on tape, software or videos)	Use a variety of media to gain information (e.g., video, audio, computer-generated structured learning experiences).	Identify and use a variety of media to gain information. (e.g., computer, tape recorder, television, videos, filmstrips, films).	Identify and use a variety of media to gain information and evaluate quality of information gained.	Use and understand a variety of media and evaluate the quality of material produced.
Use electronic media.	Use electronic media for a particular purpose.	Use electronic media to develop a project consisting of illustrations, words, and sentences.	Use electronic media to develop illustrations and text-based stories based on subject content.	Use electronic media for research.
Identify different types of electronic media.	Identify various purposes for different types of electronic media.	Identify type of media to be used for a specific task.	Access appropriate type of media for specific task.	

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Identify different types of television programs (e.g., entertainment, informational, advertisement).	Identify and discuss differences between types of television programs.	Identify and discuss different techniques used in television programs and distinguish facts from make believe.	Identify and discuss different techniques in television programs and discuss and evaluate facts and misleading information.	Identify techniques used in television and use the knowledge to distinguish between facts and misleading information.
Identify different types of media projects.	Describe different types of media projects.	Differentiate between different types of media projects and identify characteristics of each.	Assess the quality of different types of media projects.	Assess the quality of media projects (e.g., script, play, audiotape) that have been developed for a targeted audience.
C. Recognize different types of genre (e.g., nursery rhymes, poems, tales).	C. Identify different types of genre.	C. Identify the conventions of a variety of genre.	C. Produce work in one form of genre (e.g., biographies, poems, tales, mysteries, fables) and use identified conventions of the genre.	C. Produce work in at least one literary genre that follows the conventions of the genre.

Early Childhood Learning Continuum Indicators				
1.3 Reading, Analyzing and Interpreting Literature				

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Respond to a variety of literature. (e.g., fairy tales, rhymes, poems, fiction and non-fiction). B. Identify the characters and setting in a story. C. Participate in stories with rhythm, rhyme, patterns and repetition.	A. Respond to and discuss a variety of literature through read-alouds and shared reading. B. Describe the characters, setting and main idea of a story. C. Identify the literary devices in rhyme and repetition.	A. Read a variety of works of literature and participate in guided discussion. B. Describe the characters and setting indicating impact on the main idea of the story. C. Identify the literary devices in rhyme, repetition, rhythm and patterns.	A. Read and discuss similarities and differences in a variety of works of literature. B. Identify literary elements in stories including characters, setting, and plot. C. Identify literary devices in stories (e.g., rhyme, repetition and patterns).	A. Read and understand works of literature. B. Identify literary elements in stories describing characters, setting and plot. C. Identify literary devices in stories (e.g., rhyme, rhythm, personification).

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
D. Recognize language patterns (e.g., choral reciting, poetry, nursery rhymes).	D. Identify language patterns, (e.g., choral reading, reading aloud, predictable books, pattern books, nursery rhymes).	D. Identify and complete predictable language patterns (e.g., pattern books, predictable books, nursery rhymes).	D. Recognize the structures in poetry (e.g., pattern books, predictable books, nursery rhymes).	D. Identify the structures in poetry (e.g., pattern books, predictable books, nursery rhymes).
E. Re-enact or dramatize stories or parts of stories.	E. Identify dialogue in simple text being read.	E. Identify dialogue and story action in plays and stories.	E. Recognize the structures in drama including story, acts, scenes.	E. Identify the structures in drama (e.g., dialogue, story enactment, acts, scenes).
F. Respond to a variety of types of literature.	F. Respond to and discuss a variety of types of literature.	F. Read both fiction and nonfiction.	F. Read and comprehend both nonfiction and fiction.	F. Read and respond to nonfiction and fiction including poetry and drama.

Early Childhood Learning Continuum Indicators				
1.4 Types of Writing				

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Use illustrations or pictures as a representation for oral language. - Describe people, places and things in a story. - Identify purpose of illustrations in a story. - Include main idea in oral descriptions and drawings.	A. Use early forms of writing, dictation, or illustrations (e.g., story, personal experience, poem) to express ideas. - Describe role of people, places and things in a story. - Identify illustrations that depict story content. - Include main idea and details in oral descriptions and drawings.	A. Dictate and/or write narrative pieces from personal experience. - Include people, places and things in dictation, story boards and writing. - Select appropriate illustrations to accompany story. - Include simple plot when sharing information.	A. Write narrative pieces including stories and poems. - Include basic descriptions of people, places and things in writing. - Use illustrations to accompany writing. - Include plot elements in writing.	A. Write narrative pieces (e.g., stories, poems and plays). - Include detailed descriptions of people, places, things. - Use relevant illustrations - Include literary elements (Standard 1.3.3.B.).

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
B. Use early forms of writing, dictation, or illustrations to inform (e.g., lists, letters, labels). C. Develop vocabulary to express preferences.	B. Draw or write to inform (e.g., lists, letters, descriptions, definitions, collections of facts, simple instructions). C. Use illustrations to state an opinion.	B. Write informational sentences (e.g., letters, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant. C. Differentiate between fact and opinion.	B. Write an informational paragraph about a specified topic (e.g., letters, reports, descriptions, instructions) using illustrations when relevant. C. State an opinion and support it with facts.	B. Write informational pieces (e.g., descriptions, letters, reports, and instructions) using illustrations when relevant. C. Write an opinion and support it with facts.

Early Childhood Learning Continuum Indicators				
1.5 Quality of Writing				

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Follow basic writing progression (e.g., pictures and scribbles, letter-like forms, letters from common words in the environment, strings of letters). B. Collect and share information about a topic. - Identify relevant information in a story. - Dictate a sentence.	A. Write, draw or use pictures to depict specific experiences, stories, people, objects or events. B. Write words appropriate for a specified topic. - Identify information related to a topic. - Write a sentence.	A. Write with a selected focus. B. Write content sentences using content appropriate for the topic. - Identify possible organizational structures for information. - Write a series of sentences.	A. Group related ideas to write with a consistent focus. B. Expand ideas to write paragraphs using content appropriate for the topic. - Gather information and determine organizational format. - Write a series of related sentences with one central idea.	A. Write with a sharp, distinct focus identifying topic, task and audience. B. Write using well-developed content appropriate for the topic. - Gather and organize information. - Write a series of related sentences or paragraphs with one central idea.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Distinguish between details and the main idea in a story.	Identify and incorporate details when dictating or writing a story.	Incorporate details relevant to the topic using short sentences.	Refine and expand details appropriate to the topic using short paragraphs.	Incorporate details relevant and appropriate to the topic.
Recognize the organization of words linked to form a complete thought.	Organize words into a complete sentence.	Write organized sentences.	Use transition words to write an organized paragraph.	Write with controlled and/or subtle organization.
Recount experiences or present stories in a logical sequence.	Arrange words in a logical sentence structure.	Recognize and use the correct word order in written sentences.	Write a sequence of events in logical order using key words (e.g., first, next, then, finally, cause-effect, if-then).	Sustain a logical order.
Recognize the beginning, middle and end of a story.	Include the beginning, middle and end when telling a story.	Include a beginning, middle and end when writing a story.	Include a beginning, middle, and end when writing paragraphs.	Include a recognizable beginning, middle, and end.
Recognize there are a variety of ways to express a thought.	Use a variety of words in early forms of writing, dictation or illustrations to express complete thoughts.	Use a variety of words to create consistent writer's voice.	Use a variety of words and sentence structures to create consistent writer's voice and tone.	Write with an awareness of the stylistic aspects of composition.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
• Use pictures to represent a complete thought.	• Write words in sentences that follow a complete thought.	• Write complete simple sentences.	• Use sentences of differing length and type.	• Use sentences of differing lengths and complexities.
• Describe people, places, things, locations and actions.	• Use descriptive words and verbs when writing.	• Write sentences containing descriptive words and verbs in context.	• Write short paragraphs containing descriptive words and verbs in context.	• Use descriptive words and action verbs.
E. Revise story to supply missing information.	E. Revise early forms of writing or illustration to order story elements or add detail.	E. Revise writing to add or eliminate details and correct ideas so a logical order is present.	E. Revise writing to improve detail and sequential order.	E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.
F. Recognize punctuation and grammar in written work.	F. Identify the correct conventions of language in a sentence or sentences (grammar, punctuation).	F. Edit writing for grammar and punctuation.	F. Edit writing using grammar, punctuation, spelling and sentence formation.	F. Edit writing using the conventions of language.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
- Associate sounds with the written letter. - Identify upper and lower case letters in books. - Use correct oral language emphasis for period and exclamation. - Use nouns, pronouns, verbs, adjectives and adverbs in oral language.	- Spell phonetically. - Differentiate between upper and lower case letters in books. - Use correct oral language emphasis for period, questions, exclamation and commas. - Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly in oral language.	- Spell high-frequency sight words correctly. - Capitalize the first word of a sentence, names of people, and the pronoun I. - Use proper end punctuation (period, exclamation and question mark). - Use nouns, pronouns and verbs in writing.	- Spell most common, frequently used words correctly. - Capitalize proper nouns. - Use proper end punctuation and commas. - Use nouns, pronouns, verbs and adjectives in writing.	- Spell common, frequently used words correctly. - Use capital letters correctly (first word in sentences, proper nouns, pronoun "I"). - Punctuate correctly (period, exclamation point, question mark, commas in a series). - Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Use complete sentences in oral language.	Use complete, simple and compound sentences in oral language.	Use complete, simple, declarative, interrogative and exclamatory sentences in writing.	Use complete, simple, declarative, interrogative and imperative sentences in writing.	Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).
G. Share drawings with classmates and teachers.	G. Present written work to small groups.	G. Present written work to large groups.	G. Present and defend written work.	G. Present and/or defend written work for publication when appropriate.

Early Childhood Learning Continuum Indicators				
1.6 Speaking and Listening				

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Listen in order to understand and follow directions. • Ask questions in conversation and in structured settings. • Identify facts in an oral selection.	A. Listen in order to give, restate and follow simple two-step directions. • Ask relevant questions. • Distinguish between facts and other information.	A. Listens to others when they are speaking and demonstrate understanding of the message. • Ask questions to obtain clarifying information. • Identify the difference between facts and opinions.	A. Listen to others in order to respond appropriately to questions, directions, and situations. • Ask questions to obtain clarifying information and check understanding. • Identify and differentiate between facts and opinions.	A. Listen to others. • Ask questions as an aid to understanding. • Distinguish fact from opinion.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
B. Listen attentively to a story. • Compare and contrast differences in experiences. • Predict what will happen next with prompts. • Identify components of order in a story.	B. Listen to a selection and share information and ideas. • Identify the characteristics of a similar experience. • Make predictions about what will happen next. • Identify the events that happen first, next and last in a story.	B. Listen to selection of literature (fiction and/or nonfiction). • Listen to a selection and connect similar experiences to real life events. • Make realistic predictions about the outcomes of simple events and recognize different outcomes are possible • Identify chronological order within a story.	B. Listen to a selection of literature (fiction and/or nonfiction). • Listen to a selection and classify similar experiences. • Make reasonable predictions about what will happen next. • State the chronological order of a story.	B. Listen to a selection of literature (fiction and/or nonfiction). • Relate it to similar experiences. • Predict what will happen next. • Retell a story in chronological order.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Recognize different tones of stories. (e.g., happy, sad, excitement)	Identify different types of tone in a story.	Identify character and tone in spoken information.	Distinguish between character and tone in spoken information.	Recognize character and tone.
Identify word meanings through listening.	Identify and use new words from a listening selection.	Listen in order to identify and use new words and concepts.	Listen in order to apply new words and concepts.	Identify and define new words and concepts.
C. Stay on topic when speaking.	C. Relate a story or experience using simple speaking skills.	C. Use correct vocabulary and word usage when speaking.	C. Present ideas using appropriate speaking skills.	C. Speak using skills appropriate to formal speech situations.
Differentiate between levels of volume when speaking.	Use appropriate volume in response to modeling.	Use appropriate volume while initiating answers and conversation.	Use volume appropriate for setting.	Use appropriate volume.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
- Pronounce words understandably by approximating and including syllables and sounds. - Use pauses between words, phrases and sentences. - Recognize expressions, gestures and body language cues from others. D. Share information on a specified type of experience. - Ask questions.	- Pronounce words understandably by including syllables and sounds. - Use appropriate pauses when speaking. - Identify expressions, gestures and body language cues from others. D. Share information and ideas on a specified type of experience. - Ask questions in response to stories.	- Pronounce single and multiple syllable words correctly. - Use appropriate pace in sentences, rhymes, poetry and questions. - Interpret expressions, gestures and body language cues from audience. D. Relate a real-life experience to a specified topic. - Ask related questions to gain information.	- Pronounce two and three syllable words correctly. - Use appropriate pace. - Interpret and respond appropriately to expressions, gestures and body language cues from audience. D. Recount experiences or present stories on a specified topic. - Ask related questions for clarification and understanding.	- Pronounce most words accurately. - Pace speech so it is understandable. - Demonstrate an awareness of audience. D. Contribute to discussions. - Ask relevant questions.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Differentiates between question words and statement words.	Respond to questions asked.	Respond with related information to questions asked.	Respond with related information or opinions to questions asked.	Respond with appropriate information or opinions to questions asked.
Listen attentively to others.	Recognize the importance of contributions of others.	Listen to the contributions of others.	Listen critically and respond appropriately to the contributions of others.	Listen to and acknowledge the contributions of others.
Demonstrate understanding of conversational turn-taking.	Demonstrate and participate in conversational turn-taking.	Display conversational turn-taking behaviors	Display appropriate turn-taking behaviors by adding information to discussions following another person's input.	Display appropriate turn-taking behaviors.
E. Participate in discussions.	E. Participate in small group discussions with assigned roles.	E. Participate in small and large group discussions with assigned roles.	E. Participate in small and large group discussions.	E. Participate in small and large group discussions and presentations.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Initiate follow-up responses to others' responses.	Participate in every-day conversation by turn taking and initiating sentences.	Participate in every-day conversation by turn-taking, initiating sentences and asking questions.	Participate in every-day conversation in different subjects by asking appropriate questions and initiating sentences.	Participate in every-day conversation.
Recite rhymes and songs.	Recite short poems, rhymes and songs.	Recite poems, rhymes, songs and stories.	Deliver brief recitations and oral presentations.	Present oral readings.
Describe an experience or object.	Give simple presentations (e.g., Show and Tell).	Present a short report (e.g., Show and Tell, summary of an activity).	Deliver a short report on a topic with supportive facts and detail.	Deliver short reports (e.g., Show-and-Tell, field trip summary).
Ask questions.	Use questions to obtain information from other persons.	Record information obtained from other persons.	Record information obtained from other persons in question and answer sequence.	Conduct short interviews.
Understand and follow directions.	Identify sequence of steps in an activity, event or situation.	Sequence steps in an activity, event or situation.	Give simple directions in correct sequence and provide rationale.	Give simple directions and explanations.
Differentiate between an emergency and a regular situation and report to adults.	Report an emergency to adults.	Report an emergency to appropriate adults.	Report an emergency to appropriate adults or agency and give identifying information.	Report an emergency.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
F. Attend to electronic media in an instructional situation. • View, listen to and use a variety of media (e.g., TV, radio, film, computer). • Identify advertisements. • Retell key words from media presentation.	F. Respond to electronic media according to teacher questions. • Recognize and use different forms of media (e.g., television, radio, film, and Internet). • Recognize that advertising sells products. • Show print-out from media use, such as word wall, journal, story generation.	F. Use electronic media for learning purposes, such as generating a journal or story. • Identify the role of different forms of media (e.g., television, radio, film, and Internet). • Recognize advertisements and explain their purpose. • Explain content from media use, such as word processed document, compact disc presentation.	F. Use media for learning purposes, such as word processing, editing, searching internet. • Recognize the role and importance of television, radio, film, and Internet in the lives of people. • Distinguish between advertisements and informational pieces. • Identify what was learned through media in specific subjects.	F. Use media for learning purposes. • Explain the importance of television, radio, film, and Internet in the lives of people. • Explain how advertising sells products. • Show or explain what was learned (e.g., audiotape, computer download).

Early Childhood Learning Continuum Indicators	
1.7 Characteristics and Functions of the English Language	

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Recognize that there are languages other than English. B. Recognize variations in dialogue (e.g., commercials, literature, cartoons, role-play).	A. Recognize words from other languages as encountered. B. Identify variations in dialogues.	A. Distinguish commonly use words from other languages. B. Identify variations in the dialogues of literary characters.	A. Recognize that some words from other languages are commonly used English words. B. Identify variations in the dialogues of literary characters and relate them to various settings.	A. Identify words from other languages that are commonly used English words. B. Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.

Early Childhood Learning Continuum Indicators	
1.8 Research	

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Tell about ideas or topics to explore. B. Locate information using picture and object cues. Identify ways to locate information.	A. Choose a topic to learn more about. B. Locate information using visual representations and key words. Identify general sources of information.	A. Discuss reasons for choosing a topic. B. Locate information using topical words and sentences. Differentiate between various sources of information (e.g., dictionary, newspapers, magazines, electronic media).	A. Differentiate between topics that can and cannot be researched. B. Locate information using table of contents and headers. Understand the purposes of various resources (e.g., dictionary, newspapers, magazines, encyclopedias, electronic media).	A. Select a topic for research. B. Locate information using appropriate sources and strategies. Locate resources for a particular task (e.g., newspapers, dictionary).

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
Identify sources for gathering information (e.g., family, pictures, familiar books).	Select sources for gathering information (e.g., observation, family, pictures, familiar books, electronic media).	Select sources for gathering information (e.g., dictionaries, encyclopedias, observations and electronic media).	Select sources to gather and organize information around an outline (e.g., dictionaries, encyclopedias, observations and electronic media).	Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations and electronic media).
Use pictures to locate information.	Use picture clues and key words to locate information.	Use picture clues, key words and headings to locate information.	Use key words, guide words and headings to locate information.	Use table of contents, key words and guide words.
Use pictures and television media to obtain information.	Use word wall, books and electronic media to obtain information.	Search word wall, lists, books and teacher-categorized databases to obtain information.	Use card catalog, teacher-categorized databases and closed electronic searches to obtain information.	Use traditional and electronic search tools.
C. Identify the main idea.	C. Identify important concepts related to the main idea.	C. Gather important information related to the main idea.	C. Gather and organize information related to the main idea.	C. Organize and present the main ideas from the research.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
• Retell and draw pictures to represent information from text. • Retell key ideas.	• Take notes by sequencing pictures to represent information. • Orally identify key concepts.	• Take notes using key words and pictures from structured information. • Summarize main ideas orally from key facts and concepts.	• Take notes using a graphic organizer to represent important information. • Summarize main ideas in writing from key facts and concepts.	• Take notes from sources using a structured format. • Summarize, orally or in writing, the main ideas.

EARLY CHILDHOOD LEARNING CONTINUUM INDICATORS

MATHEMATICS

Pre-K through Grade 2 Indicators

Grade 3 Pennsylvania Academic Standards (**BOLD**)

Early Childhood Learning Continuum Indicators

2.1 Numbers, Number Systems and Number Relationships

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Count using whole numbers (to 20) by ones. (Rote counting). B. Use concrete objects to represent quantities up to and including 5. Divide a set of concrete objects into two equal parts. Use terms part and whole.	A. Count using whole numbers (to 100) by ones and tens (Rote counting). B. Use concrete objects to represent quantities up to and including 20. Divide a set of objects into equal parts using terms whole, part and one-half.	A. Count using whole numbers (to 100) by 1's, 2's, 5's and 10's. B. Use whole numbers to represent quantities up to 100. Divide a set of concrete objects into equal parts using terms whole, half, third and quarter.	A. Count using whole numbers (to 1,000) by 1's, 2's, 3's, 5's, 10's, 25's and 100's. B. Use concrete objects to identify a mixed number as a whole and parts. Use concrete objects to represent whole, one-half, one-third and one-fourth.	A. Count using whole numbers (to 10,000) and by 2's, 3's, 5's, 10's, 25's and 100's. B. Use whole numbers and fractions to represent quantities.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
C. Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including 5.	C. Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including 20.	C. Represent equivalent forms of the same number using concrete objects, drawings, word names and symbols up to and including 100.	C. Represent equivalent forms of the same number using concrete objects, drawings, word names and symbols up to and including 1000.	C. Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols.
D. Use concrete objects to separate a set into two equal parts using the term's part and whole.	D. Use drawings, diagrams or models to show the concept of one-half as part of a whole.	D. Use drawings, diagrams or models to show the concept of one-half, one-third and one-fourth as part of a whole.	D. Use drawings, diagrams or models to show the concept of fraction as part of a whole ($\frac{1}{6}$, $\frac{1}{8}$).	D. Use drawings, diagrams or models to show the concept of fraction as part of a whole.
E. Recognize that different coins have different value.	E. Identify and name penny, nickel and dime.	E. Identify and know the value of coins and show different combinations of coins that equal the same value.	E. Count, compare and make change using a collection of coins up to one dollar.	E. Count, compare and make change using a collection of coins and one-dollar bills.
F. Reproduce patterns using concrete objects.	F. Identify, describe and extend simple patterns by shape, size or color using concrete objects.	F. Identify describe and extend simple patterns using symbols.	F. Identify, describe and extend patterns using the hundred board.	F. Apply number patterns (even and odd) and compare values of numbers on the hundred board.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
G. Use concrete objects to group into sets.	G. Group and compare concrete objects in sets of 10.	G. Count and group objects by ones and tens.	G. Count and group objects by ones, tens and hundreds.	G. Use concrete objects to count, order and group.
H. Use concrete objects to demonstrate understanding of one-to-one correspondence up to and including 5.	H. Use concrete objects to demonstrate understanding of one-to-one correspondence up to and including 20.	H. Demonstrate understanding of one-to-one correspondence up to and including 100.	H. Group and compare and equal number of items in different sets.	H. Demonstrate understanding of one-to-one correspondence.
I. Identify the numbers 0 to 5.	I. Count, read and write whole numbers 0 to 10.	I. Count, read and write whole numbers to 100 and identify the place value for each digit.	I. Count, read and write whole numbers in standard and expanded form to 1000 with the place value for each digit.	I. Apply place-value concepts and numeration to counting, ordering and grouping.
J. Compare groups of concrete objects to build vocabulary of more and less.	J. Estimate using concrete objects up to 20.	J. Estimate using concrete objects up to 100.	J. Use estimation strategies that involve numbers up to 1,000.	J. Estimate, approximate, round or use exact numbers as appropriate.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
K. Identify addition and subtraction operations using concrete objects. L. Demonstrate the concept of joining and separating sets, using concrete objects.	K. Identify the inverse relationship between addition and subtraction using concrete objects. L. Determine the answers to addition and subtraction problems for two numbers that are each less than ten.	K. Use the inverse relationship between addition and subtraction to solve problems with concrete objects. L. Know the addition facts (sums to 20) and the corresponding subtraction facts.	K. Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions. L. Demonstrate knowledge of multiplication facts of 2's, 5's, and 10's.	K. Describe the inverse relationship between addition and subtraction. L. Demonstrate knowledge of basic facts in four basic operations.

Early Childhood Learning Continuum Indicators				
2.2 Computation and Estimation				

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Use concrete objects to represent joining and separating up to 5 objects in everyday situations. B. Use concrete objects to show joining of groups and separating a group in quantities up to and including 5. C. Group concrete objects into equal sets.	A. Use concrete objects to represent joining and separating up to 10 objects in everyday situations. B. Use concrete objects to show joining of groups and separating a group in quantities up to and including 10. C. Determine the sum of the same two one-digit numbers using concrete objects (e.g., $3 + 3 = 6$).	A. Solve addition and subtraction problems in everyday situations with one and two digit numbers. B. Solve addition problems with one, two and three one-digit numbers and subtraction problems with one and two digit numbers without regrouping. C. Determine the sum of the same three one-digit numbers (e.g., $3 + 3 + 3 = 9$).	A. Solve addition and subtraction problems in everyday situations with two and three digit numbers. B. Solve addition problems with 3, two-digit numbers and subtraction problems with double-digit numbers with regrouping. C. Use repeated addition, arrays and counting by multiples to demonstrate the concept of multiplication.	A. Apply addition and subtraction in everyday situations using concrete objects. B. Solve single- and double-digit addition and subtraction problems with regrouping in vertical form. C. Demonstrate concept of multiplication as repeated addition and arrays.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
D. Separate concrete objects into equal groups.	D. Describe separating concrete objects into equal groups.	D. Determine the difference by forming equal groups.	D. Use repeated subtraction and equal sharing to form equal groups.	D. Demonstrate concept of division as repeated subtraction and as sharing.
E. Make estimates of objects in a set up to and including 10 and verify.	E. Make estimates of objects in a set up to and including 20 and verify.	E. Make estimates of objects in a set up to and including 50 and verify.	E. Make estimates of objects in a set up to and including 100 and verify.	E. Use estimation skills to arrive at conclusions.
F. Make an estimation and verify.	F. Make an estimation and explain.	F. Recognize when an estimation is or is not a reasonable answer.	F. Compare estimation with calculated answer.	F. Determine the reasonableness of calculated answers.
G. Explain the results of joining and separating sets.	G. Explain and describe the process of adding and subtracting	G. Explain and describe the computation process in addition and subtraction.	G. Explain and describe the computation process in regrouping.	G. Explain addition and subtraction algorithms with regrouping.

Early Childhood Learning Continuum Indicators

2.3 Measurement and Estimation

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Identify how items can be measured. B. Use non-standard items to measure objects (e.g., hands, shoe lengths).	A. Compare two objects, using direct comparison of nonstandard units of measure. B. Determine the length and height of objects with non-standard units. (e.g., hands, shoe lengths, jelly beans).	A. Compare measurable characteristics of different objects on the same dimensions (time, temperature, length, weight). B. Determine the length and height and width of objects using standard units of measurement.	A. Compare measurable characteristics of different objects on the same dimensions (time, area, length, weight, perimeter). B. Explore, discuss and use non-standard and standard systems of measurement.	A. Compare measurable characteristics of different objects on the same dimensions (time, temperature, area, length, weight, capacity, perimeter). B. Determine the measurement of objects with non-standard and standard units (e.g., US customary and metric).

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
C. Order time events using terms morning, afternoon and night.	C. Name and order the 4 seasons and days of the week.	C. Name and order the months of the year, locate and report the date (including month, day, and year) on a calendar, and identify yesterday's, today's and tomorrow's date.	C. Project the date(s) for the following week.	C. Determine and compare elapsed times.
D. Identify clocks as instruments for telling time.	D. Tell time to the nearest hour using analog and digital clocks.	D. Tell time to the nearest hour and half-hour using analog and digital clocks.	D. Read and represent time to the nearest half-hour and in 5-minute intervals.	D. Tell time (analog and digital) to the minute.
E. Identify non-standard units of measurement.	E. Identify different units of measurement.	E. Describe the units for measuring time, length, weight, capacity and temperature.	E. Explain why different units of measurement should be used.	E. Determine appropriate unit of measure.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
F. Understand the spatial concepts of over, under, beside, in and next to.	F. Understand the spatial concepts of over, under, beside, in, next to, out, around, on, and between.	F. Explore the concepts of area and perimeter.	F. Differentiate between area and perimeter.	F. Use concrete objects to determine area and perimeter.
G. Using concrete objects, to represent non-standard units, estimate the measurements up to 5 units.	G. Using concrete objects, to represent non-standard units, estimate the measurements up to 10 units.	G. Estimate and measure objects using non-standard units.	G. Estimate and measure objects.	G. Estimate and verify measurements.
H. Identify different attributes of objects (e.g., smaller, larger, size, shape).	H. Identify and describe different attributes of objects (e.g., color, shape, size).	H. Describe the various attributes of an object and identify how it can be measured (e.g., temperature, length, weight).	H. Describe the different attributes of an object and how it can be measured (e.g., time, temperature, area, length, weight, perimeter).	H. Demonstrate that a single object has different attributes that can be measured in different ways (e.g., length, mass/weight, time, area, temperature, capacity and perimeter).

Early Childhood Learning Continuum Indicators

2.4 Mathematical Reasoning and Connections

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Use terms relating to quantity (more/less), and size (smaller/larger/shorter/ longer) to describe basic shapes (square/circle/rectangle/ triangle). B. Explore measurement in everyday situations.	A. Make predictions regarding quantity, size and shape of objects. B. Identify the use of measurement in everyday situations.	A. Verify predictions about quantity, size, and shape of objects. B. Explain the use of measurement to solve problems in everyday situations.	A. Verify and explain predictions about quantity, size and shape of objects. B. Use measurement to solve problems in everyday situations.	A. Make, check and verify predictions about the quantity, size and shape of objects and groups of objects. B. Use measurements in everyday situations (e.g., determine the geography of the school building).

Early Childhood Learning Continuum Indicators	
2.5 Mathematical Problem Solving and Communication	

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Identify a problem and possible solutions. B. Tell others how to solve a problem. C. Recognize there is more than one way to solve a problem.	A. Identify a problem and implement possible solutions to determine the most appropriate. B. Identify what information is needed to solve a problem. C. Demonstrate various strategies to solve a problem.	A. Describe appropriate problem solving strategies (e.g., pictures, guess and check). B. Describe what information is needed to solve a problem. C. Select and use an appropriate method, materials, and strategy to solve problems.	A. Select appropriate problem solving strategy (e.g., guess and check, working backwards) to solve problem. B. Choose and explain the correct strategy to solve a problem. C. Select and use an appropriate method, materials, and strategy to solve equations.	A. Use appropriate problem solving strategies (e.g., guess and check, working backwards). B. Determine when sufficient information is present to solve a problem and explain how to solve a problem. C. Select and use an appropriate method, materials and strategy to solve problems, including mental mathematics, paper and pencil, and concrete objects.

Early Childhood Learning Continuum Indicators

2.6 Statistics and Data Analysis

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Organize and display objects on a graph. B. Tell about the data presented in a pictograph. C. Discuss data from an everyday event and predict what will happen next (e.g., birthdays, weather, holidays, weekends). D. Tell about the data presented in a pictograph.	A. Gather, organize, sort, count and display data. B. Describe the data presented in bar graph or pictograph. C. Review a chart that displays data and predict what will occur (e.g., milk count, temperature). D. State an opinion on whether a given statement is reasonable based on data.	A. Gather, organize and display data on a bar graph and/or pictograph. B. Interpret information displayed on a graph. C. Collect and display data over time and discuss observable patterns. D. State and justify an opinion on whether a given statement is reasonable based on a comparison of data.	A. Gather, organize and display data using pictures, bar graphs and pictographs. B. Answer questions based on data shown on graphs. C. Collect and display data over time and predict what conditions will change the data. D. Answer questions and justify an opinion about data from graphs.	A. Gather, organize, and display data using pictures, tallies, charts, bar graphs and pictographs. B. Formulate and answer questions based on data shown on graphs. C. Predict the likely number of times a condition will occur based on the analyzed data. D. Form and justify an opinion on whether a given statement is reasonable based on a comparison to data.

Early Childhood Learning Continuum Indicators

2.7 Probability and Predictions

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Predict the likelihood of common, everyday events (e.g., What is the likelihood that it will rain in our classroom today?). B. Identify if an event is fair or unfair (e.g. game). C. Tell some possible results from an experiment. D. Identify sets of objects using smaller and larger.	A. Gather and discuss data about recurring and quantifiable events (e.g. daily temperature, attendance). B. Explain if an event was fair or unfair. C. Discuss possible results of an experiment. D. Compare data using the concepts of largest, smallest, most and least.	A. State and explain the likelihood of a chance event using the terms: likely, unlikely, or certain. B. Identify a spinner that is fair or unfair. C. List and explain the possible results of an experiment. D. Collect and describe data using concepts of largest, smallest, most often, least often.	A. Predict the likelihood of an event and verify the prediction. B. Identify a spinner that is fair or unfair and explain why. C. List and represent the possible results of an experiment. D. Collect and describe data using concepts of largest, smallest, most often, least often, and middle.	A. Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes. B. Design a fair and an unfair spinner. C. List or graph the possible results of an experiment. D. Analyze data using the concepts of the largest, smallest, most often, least often and middle.

Early Childhood Learning Continuum Indicators

2.8 Algebra and Functions

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Recognize attributes of likeness and difference in a group of everyday objects. B. Use concrete objects to model the events in a number story. C. Use concrete objects or pictures to identify what is missing.	A. Identify a pattern based on shape, size, color and/or sound. B. Use concrete objects and trial and error to represent a number story. C. Use concrete objects to represent a number story that involves a missing addend.	A. Identify, describe and extend patterns based on shape, size, color, sound or number. B. Use concrete objects and symbols (+, -, =) to create number sentences. C. Use concrete objects to show a missing addend in a number sentence in which the sum is 20 or less.	A. Identify, describe, extend and replicate patterns based on shape, size, color, sound or number. B. Solve number sentences using concrete objects and symbols (+, -, =). C. Use concrete objects to determine a missing addend in a number sentence.	A. Recognize, describe, extend, create and replicate a variety of patterns including attribute, activity, number and geometric patterns. B. Use concrete objects and trial and error to solve number sentences and check if solutions are sensible and accurate. C. Substitute a missing addend in a number sentence

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
D. Explore a simple story problem.	D. Re-create a simple story problem using concrete objects or pictures.	D. Create and solve story problems using number sentences and pictures.	D. Demonstrate, solve, and describe story problems using addition or subtraction equations.	D. Create a story to match a given combination of symbols and numbers.
E. Identify sets of concrete objects as equal or not equal.	E. Use concrete objects to show equal and not equal.	E. Use concrete objects to show the concepts of variable and inequalities.	E. Use concrete objects to show the concepts of variables, equations, and inequalities.	E. Use concrete objects and symbols to model the concepts of variables, expressions, equations, and inequalities.
F. Demonstrate an understanding that symbols have different purposes.	F. Identify the purpose of the symbols for plus, minus and equal.	F. Use the appropriate symbol for plus, minus and equal to solve equations.	F. Use the appropriate symbol for plus, minus, equal, greater than, less than, multiplication to solve equations.	F. Explain the meaning of solutions and symbols.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
G. Gather and display objects on a pictograph.	G. Gather, sort, count and display data to create a pictograph.	G. Gather, organize and display data on a bar graph and pictograph.	G. Gather, organize, display and compare data using bar graphs, tallies, and pictographs.	G. Use a table or a chart to display information.
H. Display simple picture and real object graphs.	H. Display and explain simple picture and real object graphs.	H. Display and explain data from a bar graph.	H. Identify and interpret data shown in tables and charts.	H. Describe and interpret the data shown in tables and charts.
I. Identify the terms in and out.	I. Identify + and - signs.	I. Use + and - signs in problems.	I. Use concrete objects to demonstrate function rule (e.g., input—output).	I. Demonstrate simple function rules.
J. Identify terms up and down.	J. Give and follow directions about locations.	J. Describe objects in space by position and direction (e.g., up, down, left, right, above and below).	J. Locate points on a simple grid.	J. Analyze simple functions and relationships and locate points on a simple grid.

Early Childhood Learning Continuum Indicators

2.9 Geometry

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Recognize common two-dimensional geometric shapes (e.g. circle, square, triangle and rectangle).	A. Identify two-dimensional geometric shapes.	A. Identify and label two-dimensional shapes.	A. Identify three-dimensional shapes.	A. Name and label geometric shapes in two and three dimensions (e.g., circle/ sphere, square/cube, triangle/pyramid, rectangle/prism).
B. Build with geometric shaped concrete objects in play.	B. Reproduce simple designs using geometric shaped concrete objects.	B. Create and reproduce geometric designs using concrete objects.	B. Reproduce three-dimensional geometric shapes using concrete objects.	B. Building geometric shapes using concrete objects (e.g., manipulatives).
C. Make shapes using concrete objects.	C. Draw a circle, triangle and square.	C. Draw two-dimensional geometric shapes.	C. Draw and construct two-dimensional geometric shapes.	C. Draw two and three dimensional geometric shapes and construct rectangles, squares and triangles on the geoboard and on graph paper satisfying specific criteria.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
D. Recognize common geometric figures in real life.	D. Find and name two-dimensional geometric figures in real life.	D. Name and describe two-dimensional geometric figures in real life.	D. Name and describe three-dimensional geometric figures in real life.	D. Find and describe geometric figures in real life.
E. Informally explore symmetry.	E. Identify symmetry.	E. Identify and create lines of symmetry.	E. Identify and draw lines of symmetry for squares and rectangles.	E. Identify and draw lines of symmetry in geometric figures.
F. Informally explore symmetry in real life.	F. Explore symmetry in nature (e.g., leaves and butterflies).	F. Identify incidence of symmetry in nature.	F. Identify characteristics of symmetry in nature.	F. Identify symmetry in nature.
G. Explore reflections.	G. Identify a reflection.	G. Discuss the idea of reflection and its relationship to symmetry.	G. Identify reflections about a line.	G. Fold paper to demonstrate the reflections about a line.

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
H. Explore shapes in a reflection.	H. Identify shapes in a reflection.	H. Identify and discuss the characteristics of shapes in a reflection.	H. Create a reflection.	H. Show relationships between and among figures using reflections.
I. Explore shapes using concrete objects and pictures.	I. Identify geometric shapes turned in different ways.	I. Identify smaller shapes within given shapes.	I. Investigate and predict the results of combining geometric shapes.	I. Predict how shapes can be changed by combining or dividing them.

Early Childhood Learning Continuum Indicators

2.10 Trigonometry

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Explore angles (corners) and lines in the environment. B. Explore triangles in the environment.	A. Identify angles and lines in the environment. B. Identify triangles in the environment and discuss how they are alike and different.	A. Identify the number of sides and angles in a square, triangle, and rectangle. B. Sort different triangles.	A. Identify and give examples of right angles in real life objects. B. Identify a right triangle and right angle.	A. Identify right angles in the environment. B. Model right angles and right triangles using concrete objects.

Early Childhood Learning Continuum Indicators

2.11 Concepts of Calculus

Through Pre-K	Pre-K - K	K - 1	1 - 2	3
A. Identify least and greatest quantities using up to 5 concrete objects.	A. Order whole numbers from least to greatest value 0 to 20.	A. Order whole numbers from least to greatest between 0 and 100.	A. Order whole numbers from least to greatest to 1,000.	A. Identify whole number quantities and measurements from least to most and greatest value.
B. Explore concepts of less and more.	B. Identify least and greatest values in pictographs.	B. Use more or fewer/same or fewest to describe sets of pictures or graphs.	B. Explain least and greatest values represented in bar graphs and pictographs.	B. Identify least and greatest values represented in bar graphs and pictographs.
C. Differentiate between the concepts of faster and slower in real life situations.	C. Identify faster and slower situations that occur in real life.	C. Describe faster and slower situations that occur in real life.	C. Describe rates of change as faster and slower using real life situations.	C. Categorize rates of change as faster and slower.
D. Recognize likenesses and differences in a group of everyday objects.	D. Identify a pattern based on shape, size color or sound.	D. Identify, describe and extend patterns based on size, shape, color, sound or numbers.	D. Identify, describe, extend and replicate patterns based on shape, size, color, sound or numbers.	D. Continue a pattern of numbers or objects that could be extended infinitely.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Early Childhood Learning Continuum Indicators	
Author(s):	
Corporate Source:	Publication Date: 2000

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample notice shown below will be affixed to all Level 1 documents	The sample notice shown below will be affixed to all Level 2A documents	The sample notice shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1 ☒	Level 2A ☐	Level 2B ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., microfiche) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduction is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: Thomas P. Whittes	Printed Name/Position/Title: Thomas P. Whittes, Dir. Secretary's Office
Organization/Address: PA Department of Education 333 Market Street, Harrisburg, PA 17126	Telephone: 717-787-9744 E-Mail Address: 717-787-7222 Date: 12/2/03

031210
12

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Karen E. Smith, Acquisitions
ERIC/EECE, University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: